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ABSTRACT

This paper examines the relationship between organizational climate and the values held by teaching staffs and administrators. To test a number of hypotheses bearing on this relationship, a sample population of 707 teachers and administrators was drawn from a random selection of public elementary schools in metropolitan Vancouver. The position is developed that organizations do in fact influence individual value systems although the influence is bifid and interactional. The empirical research suggests a theory of "organizational value" which can be outlined in brief. The exploration of the values/organization relationship is especially pertinent to education considered as a value-propagating institution. (Author/MLF)

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Organizational Influence on Value Systems

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Abstract

This paper examines the relationship between organizational climate as operationally defined by A. W. Halpin and the values held by teaching staffs and administrators. Values are measured empirically on the instrument developed by W. A. Scott, author of Values and Organizations. The purpose is to explore the ways in which values, through the mediating factor of perception, are related to organizational climate and to test a number of hypotheses and questions bearing on this relationship: e.g. Do values change as a result of promotion in the hierarchy?

The position is developed that organizations do in fact influence individual value systems although the influence is bifid and interactional. The empirical research suggests a theory of "organizational value" which can be outlined in brief.

The validity of the OCDQ instrument is challenged. This instrument is still being employed in a variety of research projects and its use may be inadvisable. The exploration of the values/organization relationship is especially pertinent to education considered as a value propagating institution.

The title of this paper could as well be written in the converse form: "The Influence of Value Systems on Organizations" since the reported study is concerned with the interaction between two foci, values and organizations. However, it is values which are most central to the relationship explored. The study of values is complicated by problems of both a conceptual and empirical nature. General theory of value is lacking in consensus and for the purposes of this research value was defined as a conception of the desirable. The definition follows Kluckhohn (1962) and Scott (1965) and has the merit of making the concept amenable to empirical investigation through the instrument developed by Scott (1965 b). It should be noted that values are to be distinguished from attitudes which are taken as the overt indicants of value. Attitudes, in turn, can be defined as predispositions to act towards referents in a consistent manner. (Lambert, 1964)

The notion of value can be linked to behaviour generally and to organizational behaviour specifically through the phenomenon of perception. It was postulated by Halpin and Croft (1965) that the "climate" of an organization can be objectified and measured as some form of aggregate or configuration of the social interaction perceptions of the members of the organization. The present study is concerned then with tracing the relationships which exist between individual values and social perceptions within organizations.

Certain questions emerge directly, e.g., Are one's values affected or determined by one's organizational status? How do values mediate (affect or are affected by) the social psychology of an organization? What relationship exists between the dimensions of organizational climate and the personal values of the leadership and the followership within organizations?

The hypotheses formally derived from the analysis of the concepts of value, attitude, and social perception used in this study can be summarily stated as follows:

1. The hierarchical levels of an organization are reflected in differences of values and value orientations for the role incumbents. That is, values vary with status.

2. Staff value orientations are significantly correlated with social interaction perceptions.

3. Staff and leader values and value orientations are related to the concept of authenticity as expounded by A. W. Halpin (1960, pp.203-4). Halpin was of the opinion that the two dimensions of Thrust and Esprit, as measured on his OCDQ instrument, represented the best indices of authenticity. He was, however, vague as to the precise nature of the term.

4. Inner-direction and Other-direction (in the sense explicated by David Riesman, 1950) are directly or inversely related to the "openness" of organizational climate.

5. A biographical hypothesis: Age, sex and length of service in the organization are predictive of value orientation.

A further hypothesis was investigated with regard to

the relationship between organizational climate and value-consonance and between organizational climate and value-congruence. The concepts of congruence and congruence were developed by Lupini (1965). Congruence refers to similarity between the values of leadership and followership. High congruence would imply near identity of values on the part of a group and its leader. Consonance refers to similarity or homogeneity of values within a group. This can be operationally defined in terms of statistical variance; the higher the variance the less the consonance, and conversely. Lupini had found significant relationships among these variables in his study.

The instruments used to measure perceptions and values in this study were, respectively, modified versions of the Halpin Organizational Climate Description Questionnaire (1965) and the value scales developed by Wm. A. Scott of Colorado (1965). The Halpin instrument yields a measure of 8 dimensions of social perception on the part of members of an education organization. Four of these measures have to do with interstaff perceptions (Intimacy, Disengagement, Esprit, Hindrance) and four have to do with staff perceptions of the administration of the organization (Thrust, Consideration, Aloofness, Production Emphasis). The history, validation and reliability of this instrument are described in Halpin's Theory and Research in Administration (1966).

The value instrument developed by Scott yields measures on 12 values: Intellectualism, Kindness, Social Skills,

Loyalty, Academic Achievement, Physical Development, Status, Honesty, Religiousness, Self-Control, Creativity, Independence.

The population sampled for the testing of the hypotheses consisted of a random sample of 40 public elementary schools from the seven school districts comprising the Greater Vancouver metropolitan area. All respondents were teachers or administrators in the schools studied (N=707).

Results

Values and Hierarchical Status: No statistically significant differences were found between principals and vice-principals on any of the value scales. When principals and vice-principals were taken together, however, as administrators, and compared against teachers significant differences at the .01 level were found on the values of Creativity, Independence, and Physical Development; and at the .05 level on the value of Kindness. All of these values were held more strongly by teachers. The value of Status was in fact the only value held more strongly by administrators than by teachers. These findings lend support to the hypothesis that value orientations change with changes of rank in the organizational hierarchy.

Values and Perceptions: The hypothesis of statistically significant correlation between social perceptions and value orientation was supported throughout with the single exception of the relationship between the climate variables of Hindrance and the value variable of Physical Development. Table 1 presents the correlational findings in summary.

TABLE I

Significant Correlations: Teacher and Administrator Values
By Climate Dimensions - Individual as Unit of Analysis (N>500)

	Inti- macy	Disen- gage- ment	Esprit	Hin- drance	Thrust	Con- sider- ation	Alloof- ness	Produc- tion Emphasis
Intellectualism	+++**							
Kindness	+++**	++	+++**		+++**	+++**	+	
Social Skills	+++**		+++**		+++**		+	
Loyalty		++	+++**		+++**	+++**		+++**
Academic Achievement				*				
Physical Development								*
Status			++ **		+		++ **	++ **
Honesty								+++**
Religiousness		++ *	+++**		+++**	+++**		++ **
Self-Control			++ **		+++**	++ **		
Creativity	+							
Independence		++ **	+++**		++ **			
			*P<.05	Teachers	†P<.05	Administrators	Negative Correlations Underlined	
			**P<.01		††P<.01			
			***P<.001		†††P<.001			

Values and Authenticity: On the other hand, no clear relationship appeared between the climate dimensions characterized by Halpin as being relevant to his concept of authenticity (Thrust, Esprit, Hindrance, Disengagement) and the several values measured.

Values and Inner/Other-Direction: The values measured by the Scott instrument showed correlational clusters which, on a logical prima facie basis, could be identified with Riesman's literary description of inner-directedness and other-directedness. The inner-directed cluster consisted of intellectualism, independence and creativity while the other-directed cluster consisted of status, social skills, self-control, kindness, loyalty, physical development and religiousness.

The hypothesis of a relationship between these measures of inner-direction and other-direction and the openness or closedness of organizational climate (an hypothesis based on Halpin's descriptive vignettes of the six types of climate) was not supported. Accordingly, the Riesman concepts, to the extent that they may be conceptualized and measured in the manner described, do not appear to be relevant for the study of organizational climate.

Values and Biographies: Multiple regression and partial correlation analysis of the data gave some support for the biographical hypothesis. Age, sex, and teaching experience were partially predictive of value orientation for teachers

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but not significantly so for administrators. A maximum of 14% of the variation in specific values could be attributed to the biographical variables.

Propositions

The data collected were sufficiently numerous to allow the testing of a number of explorative propositions. These were divided between the two categories of administrators and teachers and those propositions which were strongly supported ($p < .005$, one-tailed test) can be summarized as follows:

1. Administrators: The value of Social Skills proved to be directly related to Intimacy and inversely related to Aloofness.

2. Teachers: The values of Social Skills and Kindness proved to be, at a statistically significant level, directly related to Intimacy and Esprit, and likewise:

The value of Loyalty is directly related to Esprit;

The value of Self-Control is directly related to Thrust.

These findings broadly imply that the individual who values social skills will tend, in turn, to be perceived as socially skilled. The finding with regard to Thrust and Self-Control is more difficult to interpret but might imply that where teachers hold a value (Self-Control) which is logically or psychologically related to discipline and productivity (Thrust) then they tend to have a "set" for

for perceiving the administration as productive. In short, one's values shape one's perceptive attitude in the direction of one's value-orientation. One sees what one tends to favour.

Halpin's Climate Concept:

A fortuitous and unforeseen but nonetheless substantive discovery occurred in the analysis of data phase as a result of close examination of the statistical procedures used by Halpin in deriving the higher order climate scoring pattern from the eight climate dimensions¹. Attention was first drawn to possible error by Halpin's statement with regard to the construction and standardization of the school profiles: "These standardized scores now told us two things. For example, that a score above 50 on a particular subtest indicated, first, that the given school scored above the mean of the sample on that subtest, and second, that the score on that subtest was above the mean of the school's other subtest scores. ..." (Halpin, 1966 p.168). Such a statement is logically untenable since it is possible to show by developing simple raw score matrices patterns in which the above could not obtain (e.g. by giving a matrix cell

¹ These procedures are not normally subject to investigation. Most researchers have simply used the Halpin and Croft scoring program for the OCDQ which embodies within it the methodological assumptions. In the present research the possibility was considered of deriving from first principles a new climate scoring pattern.

a score simultaneously greater than the columns mean and less than the rows mean). Again, Halpin's explanation of the derivation of the climate profiles contains the following passage:

"By standardizing the raw scores both normatively and ipsatively we had approximated a double-centered matrix.* This double standardization technique allows us to examine the relationship between the scores on the subtests, with the differences among the means of the subtest scores for each school in the sample held statistically constant. In short, the interschool variance and the intraschool variance are not confounded. (Halpin, p.168)

However, it can be shown (and was subjected to test in this study) that it is irrelevant whether the factor analysis is conducted from raw or from singly or doubly standardized data. In view of these doubts it seems reasonable to rely upon the climate subtests as measures of social perception simpliciter rather than upon their configuration into some form of objective climate meta-concept. On the other hand, it may be allowed that some configuration of the climate dimension subtest scores is in some way indicative of the admittedly difficult concept of social psychological climate. A way which is presently inadequately understood.

The Lupini Study:

The present empirical findings may be compared with those of a previous study by Lupini (1965). That study

showed some statistically significant negative relationships between climate dimensions and value congruence. Such a finding was not confirmed in the present sample and indeed neither congruence nor consonance approached levels of significant relationship with the climate factors. On the other hand Lupini is confirmed in that significant relationships were found between individual's values and the climate dimensions.

An implication which may be drawn, and which also appeared in the Lupini study, is that the values of principals are not directly of influence upon the psychological climate of a school. Rather it would seem that this climate is a function of teachers' values and the perceived quality of leader behaviour on the part of the principal is dependent upon the patterning of the staff values, the principal's divergencies from this pattern not being of strong consequence.²

Conclusions and Implications

The essential conclusions of this study can be summarized as follows:

1. Values and social perceptions are clearly related.
(See 4.-7. below).

²Lupini's caveat that over 50% of his sample principals were in their present schools for less than 18 months is not applicable to the present study where average years in schools for administrators was 3.9 or 47 months --- long enough, one would assume, to effect any influence.

2. There is some evidence to support the hypothesis that the values of an individual change with progression through the ranks of an organizational hierarchy. The direction of association is unclear because it is not possible, on the evidence, to suppose, say, that the shift in values occurs because of promotion. The shift may logically be as well explained on the grounds of a "propensity to shift" or "flexibility of orientation" peculiar to the possessors of hierarchical ambitions. This calls for further research.

3. No support is given, on the evidence, to the notions of a relationship, causal or associative, between value orientations as measured and the operationalized concept of authenticity suggested by Halpin; nor between the Halpin dimensions of organizational climate and "inner-directed" or "other-directed" value clusters; nor between the perception dimensions and the congruence or consonance of values between administrators and teachers.

4. The value of Kindness discriminates between the role of teachers and administrators and between younger and older teachers; young female teachers being the most concerned about this value.

5. The older and more experienced the teacher the more important will the value of Loyalty tend to be. Some evidence indicated that newly appointed administrators stressed this value but that it declined in importance with length of

service. That is to say, the longer administrators are in a particular school the less, ceteris parabus, they value loyalty. This could be interpreted as supporting the notion that psychological security tends to increase with length of time on the job or performance in a role.

6. The value of Academic Achievement (i.e. holding academic excellence as desirable) did not appear to be especially discriminative in the sample of schools studied. Other values, e.g. Religiousness and Physical Development appeared to be of greater significance for the organization.

7. The values of Creativity and Independence discriminate between organizational roles with administrators and older teachers valuing these qualities less strongly.

The implications of this area of research for education generally depend on the connection between the learning experience in school and the climate ("tone", "mood", "set" etc.) as it impresses itself upon the learner. This connection remains to be clarified but if it exists then school staff values may have critical import for the learning accomplishments of individuals in the school context. Of more direct concern may be the fact that values themselves are being learned and presumably the pattern models presented by adults in the school context are those of teachers and administrators. Clear understanding of the respective impress of these groups, however, and the school as a whole, is dependent on clarification of the respective tendencies to value orientation of the

several roles --- pupil, teacher, administrator. Thus, the finding of differences between administrators and teachers, plus intuitive expectation, would lead one to hypothesize further differences when pupils are considered as a role in the organization. Further research is, of course, implied but the reported study would add to the accretion of evidence supporting the somewhat sinister claim that individual values, as opposed to mere attitudes, must change with ascent of the organizational ladder. In turn, the implications of this in a society dominated by complex organizations must extend beyond education administration and social psychology into the domain of philosophy. Yet the philosophers are rather curiously silent on the matter.

Towards Theory of Organizational Value

It can be granted that values are functions of the personality. The above research also suggests that they are functions of the environmental context. This context is partly cultural and partly subcultural. An important subcultural component is that represented by the complex organization within which an individual performs his role and lives out his life as an organizational member. When this organizational life is viewed as social process it has two dimensions, nomothetic and idiographic (Getzels, Guba, 1957). If, further, we make use of Lewin's phenomenological terminology (1935) we can characterize the several value experience and interaction situations as life-space,

social-space and organization-space. Fig.2 col.1 illustrates

Figure 2

	Selective System (1)	Types of Value (2)	Normative Criteria (3)	
	1. Personality Structure	Charactero- logical	Integration - Self-fulfillment	
	2. Personal Situation (Life Space)	Prudential	Maximization of Satisfaction	
Idio- graphic ↓	3. Social Situation (Social Space)	Social Congenial	Group Equilibrium. Maximization of Group Satisfaction	Nomo- thetic ↑
	4. Organizational Situation. (Organization Space)	Organizational	Maintenance Expansion Goal Accomplish- ment.	

the four categories of value selective and value formative situations. The types of value appropriate to the several situations are labelled in col.2. Col.3 suggests the possible normative criteria in each category. By this is meant that which constitutes the "good" or the desirable in the given category. Or that which constitutes a rule for determining legislation of one value over another.

The central problem of any theory of organizational value must be to resolve the issue of legislation; that is, to develop principles which are predictive of the resolution of value conflict when organizational values contradict individual values. Inasmuch and insofar as the nomothetic principle must predominate in most issues of conflict (or the individual must leave, or accommodate to, the organization) we may be justified in assuming a disintegrative effect on individual value orientations in general. Such an hypothesis is not necessarily philosophical but perhaps rather a proper question for investigation under the head of social psychology of organizations.

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_____ (b) ibid. appendices, Ch.3 ff.